DOCUMENT RESUME

ED 184 347 FL 011 147

AUTHOR Pack, Alice C., Ed.
TITLE TESL Reporter, Vol. 4, No. 2.
INSTITUTION Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.
PUB DATE 70
NOTE 15p.
AVAILABLE FROM Communication and Language Arts Division, Brigham Young University, Hawaii Campus, Laie, Oahu, HI 96762 (free)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Secondary Education; English; *English (Second Language); Grammar; Higher Education; Sentence Structure; *Student Characteristics; Student Needs; Surveys; Teacher Education; *Textbooks

ABSTRACT

This issue of "TESL Reporter" presents results of a 1970 English as a Second Language (ESL) textbook survey conducted by the English Language Institute and reported by Alice C. Pack; an article by Julene Evans entitled "Why TESL?"; and an article by Yao Shen entitled "Supplementation of Opposites in Simple Predicate Expansion." Of the 1,200 mailed questionnaires for the ESL textbook survey, 264 were returned. The textbooks are listed along with the numbers of institutions using the text by level of education. Julene Evans explains why a teacher whose students learn ESL must be trained differently from a teacher of regular high school English by pointing out some of the differences in the students and material each will eventually teach. The article by Yao Shen includes a listing of the number of members in continuous strings including the verb, the formulas in the continuous strings, and the participation of the auxiliaries "be," "have," and "do," and the modals "will" and "can" in the formulas. This article is the second of four installments. (SW)

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TESL REPORTER

Published by:
English Language Institute
The Church College of Hawaii

Vol. 4, No. 2 Laie, Hawaii Winter, 1970

ELI Textbook Survey

By ALICE C. PACK

Since nothing in the way of a textbook survey had been published since Dr. Harold B. Allen's very valuable TENES report (NCTE, 1966), early in 1970 approximately 1,200 questionnaires were sent to TESOL members[1] and institutions regarding the texts they were using in teaching English to non-native speakers. A questionnaire form was also published in the **TESL Reporter**.

There were 264 replies to the mailed questionnaire and two replies from the published form, plus several returned forms from those interested in the survey who were not currently teaching ESL students. Replies were segregated into Elementary, Junior High, High School, College, and Adult (Non College); some schools reported on kindergarten through Grade 12 with no distinction as to where specific books were used, so this category was also listed as a separate group. Only seven replies were received from countries other than the United States so the survey is essentially of books used in the United States. There were three replies from Puerto Rico, one from Tonga, one from Western Samoa, and two from the Trust Territories.

1. I wish to express my appreciation to Dr. James E. Atlatis, Executive Secretary of TESOL for his kindness in sending out the original questionnaires.

2. Some institutions teach more than one level so they are listed in each category, making the total replies more than the total questionnaires returned.

Replies recieved	Total
Elementary	25
Jr. High	11
High School	19
College	116
Adult	47
K-12 (Not included above)	46
Totals	264

Seven replies indicated the schools used only self-prepared materials (not available for purchase by other institutions) and nineteen indicated they used such materials in addition to TESL texts currently available.

Additional self-prepared materials	
K-12	10
Jr. High	2
College	5
Adult	3
Total	20

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Only self-prepared materials

Elementary	1	
K-12	5	
College	1	
Total	7	TOTAL 27

In teaching English to non-native speakers, many institutions indicated they are using texts prepared for native speakers, rather than, or in addition to, texts for non-native speakers.

Non ESL materials

Elementary	18
Jr. High	3
High School	12
K-12	5
College	72
Adult	48
Total	158

These non-ESL texts are not listed in the survey count given. Nearly all were single selections and many were novels or collections of readings.

As the survey was for texts for teaching non-native speakers, replies giving ESL teaching instruction, information, or reference were also not included.

Some references were made to use of United States Government materials; texts written for resident aliens are included in the textbook list.

Following is the TESL survey bibliography. There were a few book titles which could not be identified, with no author or publisher listed and queries to publishers were either unanswered or indicated that the texts were not their publications.

	Elementary	Junior High	High School	College	Adult	K-12
Adkins, Patricia and Clarice Jones, Speech for the Bilingual Spanish Speaking Student				1		
Alesi, Gladys and Dora Pantell, Family Life in the U.S.A. Regents, 1962.	1	1			1	
_____, First Book of American English. Oxford University Press, 1962.	3	1	3		3	
_____, Second Book in American English. Oxford University Press, 1964.			3		1	
Allasina, L.A. and N. M. McLeod, Beginning English for Men and Women. Cascade Pacific Books, 1958.					2	
Allen, Robert L., English Sounds and Their Spellings. Thomas Y. Crowell, 1966.			3			
Allen, Robert L. and Virginia F. Allen, Listen and Guess. McGraw Hill, 1965.			1	2	1	1
_____, Review Exercises for English as a Second Language. Thomas Y. Crowell, 1961.			1	1		
Allen, Virginia F., People In Fact and Fiction. Thomas Y. Crowell, 1957.			1	1	1	
_____, People in Livingston. Thomas Y. Crowell, 1953.			1	2	2	
Arter, J. and W. Collier, and Miho Steinberg, Utterance Response Drills for Students of English as a Second Language. Prentice-Hall, 1967			3			
Arapoff, N., Reporting the Facts Holt, Rinehart and Winston, Inc., 1969.			1			
_____, Writing Through Understanding. Holt, Rinehart & Winston, 1970.			2			
Barker, J. M., English as a Foreign Language. Cambridge University Press.	1			1		
Baskoff, Florence, Guided Compsoition Writing. Chilton.			3			
Baumwoll, Dennis, and R. L. Saitz, Advanced Reading and Writing Holt, Rinehart, and Winston, Inc., 1965.			12	2		

	E	J	H	C	A	K
Bell and Howell, Bell & Howell Program of English as a Second Language.						1
Bernado, Leo and Dora Panlett, English Your New Language, Books I & II, Silver Burdett, 1967.	4	2	5		11	3
Bigelow, Gordon E. and D. P. Harris, United States of America: Readings in English as a Second Language. Holt, Rinehart, and Winston, Inc., 1960.				8		
Bi-lingual Program for the Pre-school Child. University of Michigan Press.	1					
Binner, Vinal O., American Folktales I, A Structured Reader. Thomas Y. Crowell, 1966.		1	1	2		
————————, American Folktales II, A Structured Reader. Thomas Y. Crowell, 1968.		1	2	3		
————————, International Folktales I. Thomas Y. Crowell, 1967.			1	4		
Black, John W., American Speech for Foreign Students. C. Thomas, Publisher Publisher, 1963.				1		
Blau, Bernard, English in a Nutshell: Ingles En El Bolsillo. Funk & Wagnalls, 1968.					1	
Boggs, Ralph S. and R. J. Dixson, English Step by Step. Regents, 1956.	7	4	2		5	4
————————, Sound Teaching: A Laboratory Manual of American English. Regents, 1959.					1	
Brown, Hazel P., American Speech Sounds and Rhythmn. Harper & Row, Inc., 1968.						1
Brown, Thomas H. and Karl C. Sandberg, Conversational English. Blaisdell, 1969.				6		
Bumpass, Fay L., Let's Read Stories. McGraw Hill, 1965.	2	1	1		2	2
————————, We Learn English. American Book, 1959.	8	1				
Cass, Angelica W., How We Live. Noble & Noble, Inc., 1966.			1		1	
Chapman, Rachel L., The U.S.A.——Men & Machines. Regents, 1968.			1	2	1	2
Clarey, M. Elizabeth and Robert J. Dixson Pronounciation Exercises in English. Regents, 1963.	1	1	4		3	
Croft, Kenneth, Beginner's Book for Students of English as a Second Language; Science Readings. McGraw-Hill, 1968.				7		
————————, English Stress and Intonation. English Language Services, Inc. 1961.			1		7	
————————, Reading and Word Study. Prentice-Hall, 1960.				7	2	
Croft, Kenneth and Edith Croft, Selected Stories by American Authors. Prentice-Hall, Inc.					1	
Crowell, Thomas Lee Jr., A Glossary of Phrases with Prepositions. Prentice-Hall, 1960.				8		
————————, An Index to Modern English. Prentice-Hall, 1964.				8		
————————, Modern English Essays Workbook. McGraw-Hill, 1964.				3	2	
————————, Modern English Essays. McGraw-Hill, 1964.				1		
————————, Modern Spoken English. McGraw-Hill, 1961.				2	1	
Danielson, Dorothy and Rebecca Hayden, Reading in English for Students of English as a Second Language. Prentice-Hall, Inc., 1961.				9	3	
Da Cruz, Daniel, Jr., Men Who Made America: The Founders of a Nation. Thomas Y. Crowell, 1962.				2	2	

	E	J	H	C	A	K
Dixson, Robert J., American Classics: Bret Harte's Outcasts of Poker Flat and Luck of Roaring Camp. Regents, 1954.			1	1	2	
————————, Complete Course in English. Regents, 1955.			2		2	
————————, Direct English Conversation. Regents, 1949.			1		1	1
————————, Easy Reading Selections in English. Regents, 1950.			2	3	3	
————————, Elementary Reader in English. Regents, 1951.	1			2	5	
————————, Essential Idioms in English. Regents, 1951.			4	5	1	2
————————, Everyday Dialogues in English: A Practice Book in Advanced Conversation. Regents, 1953.					1	1
————————, Exercises in English Conversation. Regents, 1945.			2		1	1
————————, Graded Exercise in English. Regents, 1959.	1		2	3	2	1
————————, Modern American English., 1-4. Regents, 1962.	3	3	8	2	6	1
————————, Modern Short Stories in English by American Authors. Regents, 1950.			1	3	3	
————————, Practice Exercises in Everyday English. Regents, 1957.				2	2	
————————, Regents English Workbook, Vol. I, II, III. Regents, 1956.		2	2	3	4	1
————————, Second Book in English. Regents, 1950.			1		3	1
————————, Tests and Drills in English Grammar. Regents, 1950.			2		2	
————————, The U.S.A.: The Land and the People. Regents, 1959.			2	3	2	
Dixson, Robert J. and Julio I. Andujar, Resumen Practico de la Gramatica Inglesa. Regents, 1967.				2		1
Dixson, Robet J. and Herbert Fox, The USA Men and History. Regents, 1960.			1	2	2	1
Dorry, Gertrude N., Games for Second Language Learning. McGraw-Hill, 1966.	2				2	1
Dykstra, Gerald. Richard Port, and Antonette Port, Ananse Tales. Columbia University Teachers College Press, 1966.			2	5		
————————, Ananse Tales Workbook. Columbia University Teachers College Press, 1968.				1		
————————, A Magazine Reader. Collier-Macmillan, 1968.					2	
English Language Services, Drills and Exercises in English Pronunciation: Consonants and Vowels. Collier-Macmillan, Inc.			1		1	
————————. Drills and Exercises in English Pronunciation Collier-Macmillan,.				7	3	
————————, English Grammar Exercise Books. Collier-Macmillan, 1965.			2	4	4	
————————, English 900 Bks 1-6. Macmillan, 1964.	4	3	5	4	14	5
————————, English This Way. Macmillan, 1963.	5	1	3		4	9
————————, Intensive Course in English. English Language Services, 1960-62.				9	8	
————————, Key to English: Adjectives I. Macmillan, 1965					1	1
————————, Key to English: Adjectives II. Macmillan, 1966.					1	1
————————, Key to English: Figurative Expressions. Macmillan, 1966.				3	1	1
————————, Key to English: Letter Writing. Macmillan, 1964.				2	1	
————————, Key to English: Nouns. Macmillan, 1965.				1	1	1
————————, Key to English: Prepositions I. Macmillan, 1964.				3	4	1
————————, Key to English: Prepositions II. Macmillan, 1964.				1		
————————, Key to English: Two Word Verbs. Macmillan, 1964.				2	3	1
————————, Key to English: Verbs. Macmillan, 1965.				1	1	1
————————, Key to English: Vocabulary. Macmillan, 1964.				1	2	1

	E	J	H	C	A	K
———————, The Love Letter. Macmillan.			1			
———————, The Mitchell Family. Macmillan.					1	
———————, The People Speak. Macmillan.				1		1
———————, A Practical English Grammar. Macmillan.				1		
———————, Reading and Conversation for Intermediate and Advanced Students of English. English Language Services, 1962.				1		
———————, Scenes of America. Macmillan.				1	1	
———————, The Silver Elephant and Other Stories., Macmillan.			1			
———————, Special English Engineering Book I. Macmillan, 1967.				1		
———————, Special English Journalism Book I. Macmillan, 1967.				1		
———————, Special English Medicine Book I. Macmillan, 1966.				1		
———————, Stories to Surprise You. Macmillan, 1964.				2	2	
———————, Twelve Famous Americans. Macmillan, 1964.				3	1	
Finocchiaro, Mary, Learning to Use English 2 vol. Regents, 1966-67.	4	4	5	1	1	
Finocchiaro, Mary and V. H. Lavenda, Selections for Developing English Language Skill. Regents, 1966.			2	1	1	
Fisher, Isobel Y., and Robert J. Dixson. Beginning Lessons in English. Regents	1		1	2	3	
Francis, W. Nelson, English Sentences: The Structure of American English. The Ronald Press				1		
Franklin, Harry B., Herbert G. Meikle, and Jeris E. Strain, Vocabulary in Context. Univ. of Michigan Press, 1965.			3	3	5	
Fuller, Helene and F. Wasell. Advanced English Exercises. McGraw-Hill, 1961.				3	1	
Gay, Charles W., Robert B. Kaplan, and Ron D. Schoesler, Learning English Through Typewriting. Washington Educational Research Associates, Inc., 1969.				2		
Gordon, Morton J., and H. H. Wong, Manual for Speech Improvement. Prentice-Hall, Inc., 1961.				3		
Glatthorn, Allan A. and Harold Eleming, Models for Composition. Harcourt, Brace & World.				1		
Grindell, Robert M., Leonard R. Marelli, and Harvey Nadler, American Readings (Saxon Series in English as a Second Language). McGraw-Hill . 1964.				6	1	
Hall, Eugene., Building English Sentences with Be. Regents, 1967.			2	1		
———————, Building English Sentences With One Verb. Regents, 1967.				2	1	
———————, Building English Sentences with Two Verbs. Regents, 1967.			2	1		
———————, Building English Sentences with Verbals. Regents, 1967.			2	1		
———————, Estudios de Ingles: Intermedio-Avanzado. Regents.				1		
———————, Practical Conversation in Elish for Advanced Students. Regents, 1967.					5	
———————, The Signs of Life. Regents, 1967.					3	
———————, Sounds and Syllables. Regents, 1967.					3	
Hamolsky, Sidney L., Improve Your English Conversation. American, 1960.			1	1		
Harris, David R., Reading Improvement Exercises for Students of English as a Second Language. Prentice-Hall, Inc., 1966.				21		
Hayden, Rebecca E., D. W. Pilgrim, and A. Q. Haggard, Mastering American English. Prentice-Hall, Inc., 1964.				13	1	
Henderson, Ellen C. and T. L. Henderson., Learning to Read and Write. Holt, Rinehart, and Winston, Inc., 1964.					1	

(continued on page 13)

Why TESL?

By JULENE EVANS

A few years ago the personnel manager of a large corporation asked me why I was majoring in Teaching English as a Second Language. To him such a program was superfluous; he could not understand why a person with an English major could not teach English to everyone, including non-native speakers of the language. At the time I did not have the opportunity to tell him that teaching English to non-native speakers with the same methods used for teaching native speakers would be as frustrating to him as explaining the operations of his plant to me in the same terms he would use for instructing his experienced foremen. Perhaps the best way to explain why a teacher whose students learn English as a second language must be trained differently from a teacher of regular high school English is to point out some of the differences in the students and material each will eventually teach.

The students which a high school English teacher instructs are, presumably, native speakers who have been speaking English for at least thirteen years. Though they may still make occasional grammatical errors, they internalized the basic structural rules of English as children. Just how they learned these rules is not known, but it is evident that they learned them well enough to be able to communicate with sophisticated speakers of the language. (If high school students resort to slang and incorrect English it is often because they prefer to, not because that is all they know.) Their English teacher must make minor corrections in their grammar while reinforcing the correct skills which they already possess.

At this point in their studies, high school students are ready to be introduced to English literature. Their teacher must be well versed in literature for his task becomes guiding them through poetry, short stories and novels. Literature, besides broadening and deepening the students' views of life, is a means by which the teacher may enlarge their vocabularies and effect greater eloquence in their speech.

In contrast with the sophisticated English of high school students, English as a Second

ACADEMIC PREVIEW

Dykstra, Gerald, Richard Port, Antonette Port. **Ananse Tales,** A Course in Controlled Composition. **Ananse Tales Workbook.** New York: Columbia University Teacher's College Press, 1966, 1968.

Forty different, short, West African legends about Ananse, an almost human spider, are the basis for this controlled course in writing for students of grade 6 to adult (intermediate to advanced). The modifications and transformations that the student writer is asked to make are graduated in fifty-eight steps. Students begin with the relatively mechanical steps of copying and substitution and proceed as rapidly as possible to the most advanced steps of free creative composition. There are a number of different passages with the same numerical step to allow the student to repeat a step at a given level as often as necessary without repeating previous subject matter. **Ananse Tales** provides an opportunity for extensive practice in student writing with a minimum of teacher correction. The workbook is fully programmed and provides additional practice for basic substitution, transformation, and expansions in English. An example and four or five sentences to complete are provided for each of the original steps in the **Ananse Tales.** Both the example and the sentences use different content and vocabulary from that of the folktales--advantageous in overcoming an otherwise stylistic problem in using the **Ananse Tales.** It also gives additional material in areas where the original book moves too rapidly for some students.

It would be a great help in teaching writing to have similar materials for controlled composition on all grade levels. (The authors indicate that some are in preparation for grades 1 through 10 although no publication date has been set.)

Language (ESL) students, when they first come to their teacher, very often have had no previous contact with English or that contact which they have had has not been adequate for them to learn the language. No matter what their native language, ESL students will encounter new features when studying English; among these features is sound. The meaningful sounds, or phonemes of English, will need to be explained by the teacher. Often English phonemes will resemble some of those in the student's native languages. The finer the distinctions between two sounds, the more skilled the teacher must be in identifying the difference and describing this to the student. Phonemes entirely different from those found in the native languages will also need to be taught.

Learning how the sounds may be combined to form words follows mastery of the phonemes. English has phoneme combinations which are not possible in other languages. Spanish speaking students, for instance, find /s/ difficult to pronounce at the beginning of words because it is never found in that position in their language. Consonant clusters, /bl/, /str/, /kr/, etc., do not exist in Samoan and create pronunciation problems for students whose native language is Samoan. Being aware of these and similar difficulties, the ESL teacher would know in which areas his students require special help and how to give it to them. Knowing how to analyze language is essential if an ESL teacher is to identify and help overcome individual student problems, but is something which other teachers of English are not required to know.

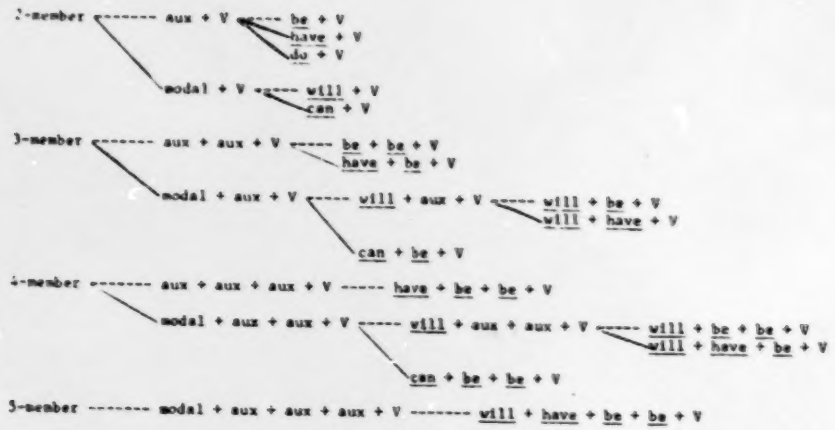
At the same time they are learning to form words, students should be learning how words may be arranged to form sentences. Just as possible phoneme combinations differ in each language, so sentence patterns and inflections are different. Though students who are native speakers may also study sentence patterning, they study it already knowing the basic rules. They may not be able to state these rules formally, but they obviously know them because they use them everyday in speech. ESL students are likely to have this problem in reverse. After study, they may know the rules, but find it difficult to apply them. Nevertheless, a Second Language teacher must help his students learn to use deep, often obscure, structural elements of English if they are to acquire a satisfactory level of speaking and comprehension.

Verb tense and mood, subject-verb agreement, noun-adjective agreement, pluralization, misplaced modifiers, sentence fragments, punctuation--commas, colons, semi-colons, apostrophes, dashes, parentheses, quotation marks--are problems with which both native and non-native speakers must deal; but the native speaker has an advantage: he has been working on them all his life. The ESL student has been working on similar problems all his life too, but in another language. Essentially his instructor teaches him to forget what he has already learned about language and to learn something new and different.

Julene Evans is a BATESL major at the Church College of Hawaii. She will assist in ELI classes during the Spring 1971 semester.

One of the more difficult elements of English for an ESL instructor to teach is prepositions. Their usage can be learned only by memorizing specific instances rather than general rules. Consider the problem of explaining why one depends *upon* people, but trusts *in* them. *In, on,* and *at* are all prepositions used when referring to where one lives which any native speaker could use correctly, but which second language learners would undoubtedly find confusing. The subtle differences in meaning between prepositions and the numerous meanings associated with some prepositions are not adequately defined in a dictionaryThe ESL teacher must become his students' personal source of reference, contrasting and comparing prepositions until they become meaningful for his students.

As culture is intimately involved with language and is, in fact, expressed through language, it is necessary for ESL students to be taught the culture, as well as the language, of the people with whom they wish to communicate. A single word which conjures up paragraphs of meaning for native speakers may have mere dictionary meaning for ESL students. It is also very likely that, not knowing the culture, ESL students may use a word which when translated into their own language is innocent, but in English is socially unacceptable. Hence, the ESL


2-member
aux + V
be + V
have + V
do + V
modal + V
will + V
can + V
3-member
aux + aux + V
be + be + V
have + be + V
modal + aux + V
will + aux + V
will + be + V
will + have + V
can + be + V
4-member
aux + aux + aux + V
have + be + be + V
modal + aux + aux + V
will + aux + aux + V
will + be + be + V
will + have + be + V
can + be + be + V
5-member
modal + aux + aux + aux + V
will + have + be + be + V

Predicate expansion with continuous strings can be stated as the operation of 2-member units. Minimal expansions are formed with auxiliary or modal + V. Longer expansions are additive formation of the four basic 2-member formulas (a1, a2; m1, m2) before the verb with deletion of redundancy in the case of same participants and complementation in the case of different participants. Within this operation of 2-member strings, there are restrictions of modals occurring as the preceding member, auxiliaries as the preceding or following member, and the verb as the following member.

	modal	aux	V
preceding	+	+	-
following	-	+	+

The following gives the total inventory of (+) and (-) of 2-member continuous string formations.

preceding / following	can	will	do	have	be
can	-	-	-	-	-
will	-	-	-	-	-
do	-	-	-	-	-
have	-	+	-	-	-
be	+	+	-	+	+
V	+	+	+	+	+

Among *be, have, do, will* and *can, do* alone does not occur as either the preceding member or the following one in 2-member continuous strings before the verb. In other words, *do* does not participate in any continuous string longer than two members.

Auxiliaries *be, have* and *do* occur before V in aux + V; modals *will* and *can* occur before V in modal + V, that is to say, when V is the following member, *be, have, do, will,* and *can* all occur as the preceding member.

preceding / following	can	will	do	have	be
V	+	+	+	+	+

As the preceding or the following member in the four basic 2-member continuous strings before the verb, the occurrences (+) and non-occurrences (-) of the three auxiliaries and the two modals are distributed differently.

	can	will	do	have	be
preceding	+	+	-	+	+
following	-	-	-	+	+

Be and *have* occur as both the preceding and the following members. *Do* does not occur as either the preceding or the following member. *Will* and *can* occur only as the preceding member.

The occurrence (+) and non-occurrence (-) as either the preceding or the following member before the verb with *be, have, will,* and *can* (without *do*) are as follows:

preceding / following	can	will	have	be
can	-	-	-	-
will	-	-	-	-
have	-	+	-	-
be	+	+	+	+

In aux + aux, the occurrences of *be* and *have* is

preceding / following	have	be
be	+	+

Both *be* and *have* are auxiliaries. The above tabulation is thus reduced to

preceding / following	aux
aux	+

forming the simplified 2-member continuous string aux 3 aux. The preceding aux is be or have; the following one is be.

In modal + aux, the occurrences of be, have, will, and can are

preceding / following	can	will
have	-	+
be	+	+

Both *be* and *have* are auxiliaries, and both *will* and *can* are modals. The reduced tabulation is

preceding / following	modal
aux	+

forming the simplified 2-member continuous string modal + aux. If the modal is *will*, aux is *be* or *have*; if the modal is *can*, aux is *be*.

The four 2-member formulas operating as continuous strings in predicate expansion are

aux + V
modal + V
aux + aux
modal + aux

with *be, have,* and *do* as auxiliaries, and *will* and *can* as modals.

Fries included *be, have, do, will,* and *can* among his function words, Group B. Aux + V and modal + V can be reduced to B + V, and aux + aux and modal + aux can be reduced to B + B. The two formulas of 2-member continuous strings are B + V and B + B. B is redundant as preceding members in B + B and B + B. The formulas are further reduced to B + V

B

The tabulation of the (+) and the (-) of *be, have, do, will,* and *can* according to the features in the formula is as follows:

	can	will	do	have	be
B (+ V)	+	+	+	+	+
B (+ B)	+	+	-	+	+
(B +) B	-	-	-	+	+

Be, have, do, will, and *can* are further examined in sets of sentences with predicates containing continuous strings consisting of no more than two members including the verb. [2] Under this condition, *do* does occur. In each set, there are two parallel groups (A and B) of sentences. Two kinds of sentence sets are given. The first kind has both groups of sentences with expanded predicates. In one group (A), be, *have, do, will,* and *can* all participate. In the other group (B), *do* does not participate; the other four items, *be, have, will,* and *can* all do. Predicates of group (A) have the heaviest stress on *be, have, do, will,* and *can.* Those of group (B) do not have their heaviest stress on *be, have, will,* and *can.*

(A)		(B)		(B)	
He is	going	He is	going	He is	going
He is	gone	He is	gone	He is	gone
He has	gone	He has	gone	He has	gone
He does	go	He	go-es	He	go-es
He will	go	He will	go	He will	go
He can	go	He can	go	He can	go

The second kind has two groups (A and B) of sentences one of which has unexpanded predicates (A), and the other has expanded ones (B). In the unexpanded predicates (A), *be, have, do, will,* and *can* all participate. In the expanded ones (B), *do* does not participate. When the unexpanded ones (A, in which all occur) are expanded (B), *do* again does not occur. In the set in which *do* does not participate (B), the heaviest stress in the predicate is not on *be, have, will,* or *can.* Three such sentence sets are given.

2. The terms subject and predicate are used for the purpose of explanatory convenience. No offense to or defense of Chomsky's deep grammar or Fillmore's deep grammar is intended here.

Example 1.

		(A)	(B)
1.	(Is John going? Yes.)	he is	he is going
2.	(Is John gone? Yes.)	he is	he is gone
3.	(Has John gone? Yes.)	he has	he has gone
4.	(Does John go? Yes.)	he does	he go-es
5.	(Will John go? Yes.)	he will	he will go
6.	(Can John go? Yes.)	he can	he can go

Example 2.

		(A)	(B)
1.	(John is going if)	Mary is	Mary is going
2.	(John is gone if)	Mary is	Mary is gone
3.	(John has gone if)	Mary has	Mary has gone
4.	(John go-es if)	Mary does	Mary go-es
5.	(John will go if)	Mary will	Mary will go
6.	(John can go if)	Mary can	Mary can go

Example 3.

		(A)	(B)
1.	(John is going and)	Mary is too	Mary is going too
2.	(John is gone and)	Mary is too	Mary is gone too
3.	(John has gone and)	Mary has too	Mary has gone too
4.	(John go-es and)	Mary does too	Mary go-es too
5.	(John will go and)	Mary will too	Mary will go too
6.	(John can go and)	Mary can too	Mary can go too

Sentence sets of the first kind in which both groups have expanded predicates show a distribution of stress on *be, have, do , will,* and *can*. When these words all occur, they carry the heaviest stress in the predicate. When *do* does not occur, the heaviest stress in the predicate is somewhere else. The former set can be labelled as stressed, and the latter as unstressed. Sentence sets of the second kind support the information given in the first set, that is, when *do* does not occur, the rest of the set *be, have, will,* and *can* are unstressed.

Tabulation of the occurrences (+) and non-occurrences (-) of *be, have, do, will,* and *can* according to stress distribution appears below.

can	will	do	have	be
+	+	+	+	+
+	+	-	+	+

The following summarizes the (+) and the (-) of *be, have, do, will,* and *can* occurring in continuous strings.

	can	will	do	have	be
# (+ V)	+	+	+	+	+
# (+ #)	+	+	-	+	+
(# +) #	-	-	-	+	+
stressed	+	+	+	+	+
unstressed	+	+	-	+	+

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Under a grant from the U.S. Office of Education, and in cooperation with the Department of English as a Second Language of the University of Hawaii, an Institute in TESL in Community Colleges will be held in Honolulu from June 7 - July 23, 1971.

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